

Glossary

- **Constructed Response Items:** Item types in which the test-takers must generate, or construct, their own answers in speech or writing.
 - i.e. Role plays, oral interview, close tests, essays, short answer questions
- **Criterion-Referenced:** An approach to assessment which a given score is interpreted relative to pre-set goals or objectives (the criteria), rather than the performance of other tests-takers
- **Discrete-Point Test:** Assessment instruments in which each item is intended to measure ONE and only ONE linguistic element
- **Integrative Test:** Tests that assess ONE or MORE levels of language and/or one or more skills
 - Phonology, morphology, lexicon, syntax, discourse
 - Reading, listening, speaking, writing
- **Inter-rater Reliability:** The consistency with which two or more raters evaluate the same data using the same scoring criteria
- **Norm-Referenced:** Tests in which the test-takers' scores are compared to those of the norming group and/or the other test-takers.
 - Scores are often reported as percentiles
 - Associated with "grading on a curve"
- **Objective Scoring:** Scoring procedures that attempt to eliminate the subjectivity involved in rater judgments and therefore reduce the possibility of unreliability of the sort introduced via the scoring process
 - Done by machines, using answer keys
- **Selected Response Items:** Item types in which the learners choose from possible answers that the test developers provide
 - i.e. True-false, multiple-choice, matching items
- **Subjective Scoring:** Scoring procedures that involve raters making value judgments about texts produced by the test-takers

Communicative Competence

1. **Linguistic Competence (Grammatical Competence)**
 - Knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, phonology
2. **Sociolinguistic Competence**
 - Consists of sociocultural rules that "specify the ways in which utterances are produced and understood appropriately"
3. **Strategic Competence**
 - "Verbal and nonverbal" communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or insufficient competence
4. **Discourse Competence:** A component of Canale's (1983) update of the theory of communicative competence, which included control over coherence and cohesive devices.
 - **Coherence:** entails the order of ideas in a text, whether it is spoken or written; "the relationships which link the meanings of utterances in a discourse or of the sentences in a text. These links may be based on the speakers' shared knowledge." (Richards et al., 1985, p. 45)
 - **Cohesion:** Entails clearly indicating a semantic relationship between or among elements of a text. Such relationships are signaled through ellipses, conjunctions, and references to other parts of a text. It is produced by "the grammatical and/or lexical relationships between the different elements of a text." (Richards et al., 1985, p. 45)